

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is the representation of language in communication. Writing is always used in daily life, such as writing a letter to friends, note taking, writing story. It is one of the language skills that must be mastered by the students. Writing becomes a problem for some students because it is not an easy work. Writing takes time for studying and practicing to develop this skill. To write well, the students must have good skill or capabilities in writing. Moreover, someone who wants to write an essay or a story must know about the steps in writing and must study hard to perform the product of his writing in good performance.¹ Besides, the students must know about the aspects in writing.

There are many aspects that should be considered in writing, such as content, organization, vocabulary, language use, and mechanics. Although, the students have already studied English starting from elementary school until senior high school, they feel that English is still difficult for them especially how to read, how to say and how to remember new words.

School Based Curriculum (KTSP) is a guide in teaching learning process. In order to support the students' need of writing, School Based Curriculum (KTSP) provides writing as one of the English standard competences that must be taught and learned in senior high school. In SMAN 1 Kampar, writing has been

¹Syafii S, M. (2007), *The Effective Paragraph Developments: The Process of Writing for Classroom Setting*, Pekanbaru: LSBI . p. 9

taught since the first year of English teaching period. It is taught 45 minutes for one hour. SMAN 1 Kampar is one of the schools that also uses School Based Curriculum (KTSP) as its guide in teaching learning process. According to School Based Curriculum (KTSP), in learning English the students should be able to develop competence of communication in oral and written to reach informational literacy level.² It is relevant with the basic competence of writing in syllabus of SMAN 1 Kampar. According to syllabus SMAN 1 Kampar at the second grade, the basic competence of writing English refers to capability of the students in expressing the meaning of monolog text or essay in written forms accurately, fluently, and contextually such as *report, narrative, spoof, and hortatory exposition*.³

Presentation – Practice – Production, or PPP, is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language.⁴ As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom. A presentation phase is controlled by the teacher. The teacher might use a text, an audio tape or visual aids to demonstrate a situation. During the (controlled) practice phase, learners practice saying or writing the language structure correctly. In this phase, the teacher's role is to direct the activities, to provide positive feedback to students, correct mistakes and model the correct forms. When the learners have completely mastered the form

²Department Pendidikan Nasional. (2003), *Perangkat Pembelajaran Standard dan Kompetensi Dasar Pendidikan Budaya dan Karakter Bangsa Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA/MA*, Jakarta: Express.

³Team of curriculum SMA N 1 Kampar. (2013), *Syllabus SMA N 1 Kampar*.

⁴Achilleas Kostoulas. *Presentation-practice-production* retrieved on 11-03-2013 from <http://achilleaskostoulas.files.wordpress.com>

and have learnt how to produce it without mistakes in controlled exercises, they can move on to the (free) production phase. In this phase, they use the newly learnt language structure to produce oral or written texts. Strategy is used when practicing the production phases. In practice, students try to write the essay or story by applying the strategy. After students apply the strategy during the practice stage, then they produce the text assigned to them.

Based on the writer's preliminary research at SMAN 1 Kampar, the teachers had already implemented their teaching accordingly. However the strategies they used were less effective. They commonly asked students to write about narrative paragraph, and then teachers asked students to read in front of class about what students wrote. Ideally, the students in SMAN 1 Kampar should be able to write an essay or story based on the required syllabus, but in reality, teachers found that many students still had difficulties in writing narrative paragraph. The problems faced by students are outlined in the following phenomena:

1. Some of the students are not able to develop their ideas in writing narrative paragraph.
2. Some of the students are still confused about generic structure of narrative paragraph.
3. Some of the students are still confused about the language feature in narrative paragraph.
4. Some of the students are not able to use tense correctly in writing narrative paragraph.

5. Some of the students are still confused to choose the appropriate words in writing narrative paragraph.

To improve the writing ability of the students, teachers need good and appropriate strategy for helping students. There is a powerful strategy that can help them to write the narrative paragraph, called Slicing the Pie Strategy. Slicing the Pie is a strategy in which the teacher and students use a graphic organizer, called a pie chart, to help the students define their own writing tasks and develop as writers and learners in the process.⁵

There are some benefits from Slicing the Pie Strategy. First, the practice of slicing the pie is flexible. It can be used in many ways and with all level students. Second, helping young writers recognize what they should write. Finally, helping students make decisions about a specific writing task and guiding them in developing as writers.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled “The Effect of Using Slicing the Pie Strategy toward Writing Ability on Narrative Paragraph of the Second grade Students at SMAN 1 Kampar”.

B. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation, it would be better for the writer to define a number of terms used in this study.

⁵Charles Whitaker. “**Slicing the Pie**” To Help Writer and Learners. Retrieved on January 14-2013 from http://www.learner.org/workshops/writing35/pdf/s8_slicing_the_pie.pdf

1. Slicing the Pie

Slicing the Pie is a strategy in which the teacher and students use a graphic organizer, called a pie chart, to help the students define their own writing tasks and develop as writers and learners in the process.

2. Writing Ability

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.⁶

C. The Problems

1. The identification of the Problems

Based on the explanation above, the writer finds out the problems that identified as follows:

- a. How is students' feeling in learning writing?
- b. How is the students' vocabulary in learning writing?
- c. How is the students' motivation in learning writing?
- d. How is the students' grammar in writing?
- e. How is the teacher's strategy to help students in writing?

2. The Limitation of the Problems

Based on the identification of the problems above, there are a lot of problems involved in this research. However, writer considered the

⁶<http://teachingenglishonline.net/definition-of-writing-ability/>. Retrieved on 20-02-2013

limitation of this research based on the knowledge, time, and financial. Thus, it is necessary to limit the research to The Effect of Using Slicing the Pie Strategy toward Writing Ability on Narrative Paragraph of the Second Grade Students at SMAN 1 Kampar.

3. The Formulation of the Problems

Based on the identification above, finally the problems are formulated as follows:

- a. How is students' writing ability on narrative paragraph who are taught by using Slicing the Pie strategy?
- b. How is students' writing ability on narrative paragraph who are taught without using Slicing the Pie strategy?
- c. Is there any significant effect of using Slicing the Pie Strategy toward writing ability on narrative paragraph of the second grade students at SMAN 1 Kampar?

D. The Objectives And Significance of the Research

1. The Objectives of the Research

- a. To find out students' writing ability on narrative paragraph who are taught by using Slicing the Pie strategy.
- b. To find out students' writing ability on narrative paragraph who are taught without using Slicing the Pie strategy.

- c. To find out whether or not there is the significant effect of Slicing the Pie Strategy toward writing ability on narrative paragraph of the second grade students at SMAN 1 Kampar.

2. The Significance of the Research

The research activity is significantly carried out the following needs, they are :

- a. To give a contribution to English teachers concerning with writing ability and can enlarge their knowledge in teaching narrative paragraph.
- b. To provide useful information for the readers in conducting such a research.
- c. To fulfill one of the requirements to finish writer's study at State Islamic University Sultan Syarif Kasim Riau.
- d. To be beneficial findings in education